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TO THE TEACHER



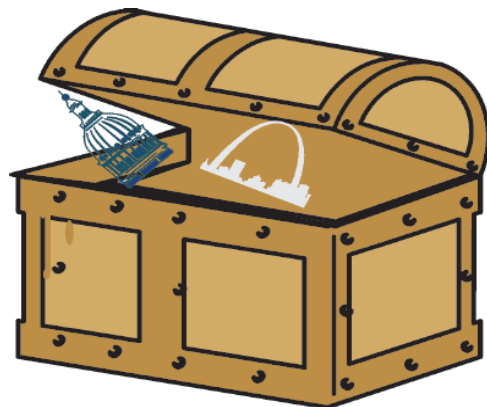
EXPERIENCEYOURAMERICA

The National Park Service's mission is to “conserve the scenery and the natural and historic objects and the wild life therein and to provide for the enjoyment of the same in such manner and by such means as will leave them unimpaired for the enjoyment of future generations.” 16 U.S.C. (1)

National Parks are exciting places to explore our country's great beauty and to learn the rich lessons of our past. When we talk about national parks, many colorful images come to mind. The pioneers of the 1800s saw all these great images live. But can you imagine giving up everything you know to travel over 2000 miles across scorching prairies, rushing rivers, and rugged mountains? When you finally reach the end of your journey you find yourself in a place you know very little about and needing to start a new life for you and your family. Turn the page to find out about the hundreds of thousands of Americans that did just that while unknowingly “taming the wild frontier.”

We at Jefferson National Expansion Memorial are dedicated to sharing the exciting story of America's westward expansion movement with everyone. This traveling trunk provides a mini-museum for those who are unable to visit the Museum of Westward Expansion and the Old Courthouse. Its hands-on objects, mounted photographs, videos, books, and suggested activities bring the exciting story of the overland trail to you. You will find a laminated contents sheet in your information folder, which will help you identify the items in the trunk. To prepare your students, use the Pre-Trunk Activity you received with your invoice. We also suggest you use the two Post-Trunk Activities after you finish the trunk. Classroom activities in this handbook are labeled in red. You can choose those that meet your students' needs.

The National Park Service is dedicated to protecting our national parks and resources. Please help us by protecting the resources in this traveling trunk.





The following tested objectives for the states of Missouri and Illinois, as well as National Standards for History and Social Studies, are addressed in this trunk and guide.

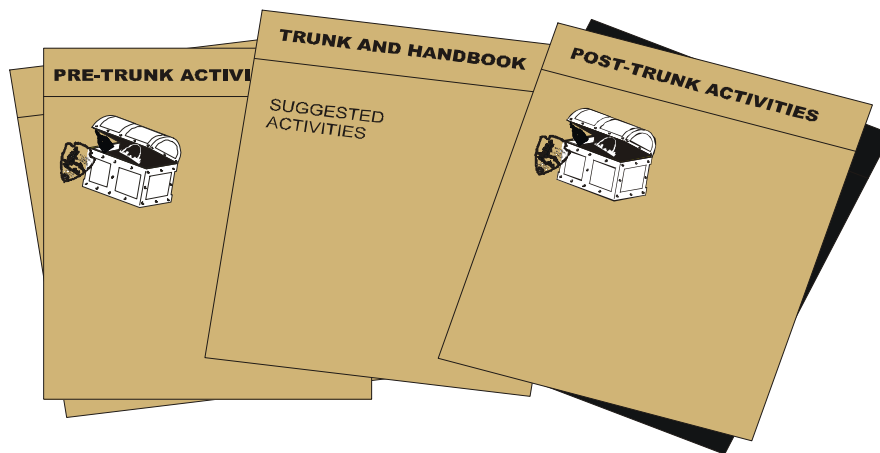
- ◆ Communicate effectively and work with others. (ILS 4; MAP 2.3, 4.6; NCSS IVh)
- ◆ Compare and contrast features of everyday life today with those of the past. (ILS 16.A, 16.D; MAP 1.9; NCSS IIb; NSH 1A)
- ◆ Construct and interpret timelines. (ILS 16.A; MAP 1.8; NCSS IIb; NSH 1E, 1F)
- ◆ Demonstrate an understanding of chronological development and interrelationships of events. (ILS 16.A, 16.B; MAP 1.6; NCSS IIb; NSH 1)
- ◆ Describe and compare major beliefs, values, and attitudes of various cultures. (ILS 16.D; MAP 1.9; NCSS Ia; NSH 3B)
- ◆ Explore career opportunities. (ILS 18.B; MAP 4.8; NCSS Vg)
- ◆ Identify key individuals in the development of significant historical or political events. (ILS 16.B; NCSS IV; NSH 5A)
- ◆ Organize information to plan and make presentations. (ILS 5; MAP 1.8, 2.1)
- ◆ Read and interpret written works and quotations about the past. (ILS 2.B & 16.A; MAP 1.5; NCSS IIc; NSH 2, 3)

ILS: Illinois Learning Standards

MAP: Missouri Assessment Program

NCSS: National Council for the Social Studies

NSH: National Standards for History





SALLIE'S JOURNAL



Did You Know...

In the early 1840s, no one knew if the Oregon Territory was going to be part of America or part of Britain? The fur trade had brought people of both countries to live in the territory. Oregon became part of the United States in 1859.



Between 1840 and 1870, nearly 300,000 men, women, and children of all ages crossed the continental United States. Some went for rich farmland in Oregon. Others wanted to “get rich quick” in the gold fields of California. Some went for religious and personal reasons. Most felt it was worth the uncertainty and risk of disease and accidents, as well as five months or more of bone-tiring travel in wind, dust, scorching sun, mosquitoes, and hail storms. Many of these pioneers traveled through St. Louis, Missouri, which was known as the “Gateway to the West”, and then to a jumping off point like St. Joseph, Missouri.

This trunk is based on the story of Sallie Hester, a real-life 14 year old girl who went west in a covered wagon. She kept a journal of her adventures as she traveled with her family from Indiana to California in 1849. Although they traveled during the time of the gold rush, they weren't interested in gold

Divide your class into small groups and give each group one of the items from the trunk. Ask students to work together to analyze the items and their use. Then have your students take turns reading the following story to the class. When he/she gets to an item, (the underlined part in the story, i.e. girl's skirt) have a representative from that group stand up, show the item, and pass it around to the class. Items should be returned to the trunk after everyone has a chance to touch and look at them closely.



Classroom Activity #1

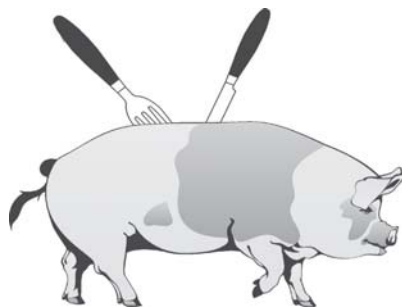
Copy the map on page 24 in the Appendix. Have students identify the locations Sallie mentions in her journal (in *italics* in the text). Then have students answer the following questions. What direction is Sallie traveling from St. Joseph to Fort Laramie? (Northwest) Traveling west from Missouri, which states that now border Missouri would you pass through? (Kansas and Nebraska) Which fort is farthest North? (Fort Laramie) How have territorial boundaries in the western part of the country changed since the days of the Oregon Trail? (Territories became states.)

Dear Journal,
Bloomington, Indiana, Tuesday, March 20, 1849. Our family, consisting of father, mother, two brothers, and one sister, left this morning for that far and much talked of country, California. My father started our wagons one month in advance, to St. Joseph, Missouri, our starting point. We take the steamboat at New Albany, going by water to St. Joe. The train leaving Bloomington on that memorable occasion was called the Missionary Train, from the fact that the Rev. Isaac Owens of the Methodist Church and a number of ministers of the same denomination were sent as missionaries to California. Our train numbered fifty wagons. The last hours were spent in bidding good bye to old friends. My mother is heartbroken over this separation of relatives and friends. Giving up old associations for what? Good health, perhaps. My father is going in search of health, not gold. The last good bye has been said—the last glimpse of our old home on the hill, and wave of the hand at the old Academy, with a good bye to kind teachers and schoolmates, and we are off. We have been several days reaching New Albany (Indiana) on account of the terrible condition of the roads. Our carriage upset at one place. All were thrown out, but no one was hurt. We were detained several hours on account of this accident. My mother thought it a bad omen and wanted to return and give up the trip.

Classroom Activity #2

“They say that out in Oregon the pigs are running around under great acorn trees, round and fat, and already cooked, with knives and forks sticking in them so that you can cut off a slice whenever you are hungry.”

Exaggerations like these were told by businessmen, entrepreneurs, and even government officials eager for the settlement of the West. These tall tales played right into the hopes and dreams of hundreds of thousands of Americans wanting to better their condition. Reread the quote above to your students and have them create an illustration based on their images.



Did You Know...

Some people went west for religious reasons? In 1847-48 Brigham Young led members of the Church of Jesus Christ of Latter Day Saints (Mormons) from Nauvoo, Illinois, to Salt Lake City, Utah. To learn more about the Mormon Trail, visit www.nps.gov/mopi.



Did You Know...
The Old Courthouse was a gathering place for pioneers going west? It was also the site of several important nineteenth century trials which helped fuel major changes to the American way of life. To learn more about the Old Courthouse, visit us online at www.nps.gov/jeff

New Albany, March 24. This is my first experience of a big city and my first glimpse of a river and steamboats.

March 26. Took the steamboat Meteor this evening for St. Joe. Now sailing on the broad Ohio, floating toward the far West.

St. Louis, April 2. Spent the day here, enjoyed everything.

Classroom Activity #3

Find the advertisement, which appeared in the *St. Louis Daily Peoples' Organ* of 5 April 1843 on page 25 of the Appendix. Divide students into small groups. Copy and cut the article, giving one to each group. Working together, have each group address the following questions.

- What was the main idea of the advertisement?
- Why do they refer to the journey as a “march”?
- Who might apply? Who was not allowed to apply?
- What kinds of preparations do you think they are talking about?
- Would you join? Why or why not?

Classroom Activity #4

The decision to head west was life altering. It meant leaving behind your home, your closest friends and relatives, knowing you would probably never see them again. Have students try to imagine the feelings and emotions that the pioneers had as they were preparing to leave. Discuss times when students had similar emotions.



Jefferson National Expansion Memorial
The Old Courthouse

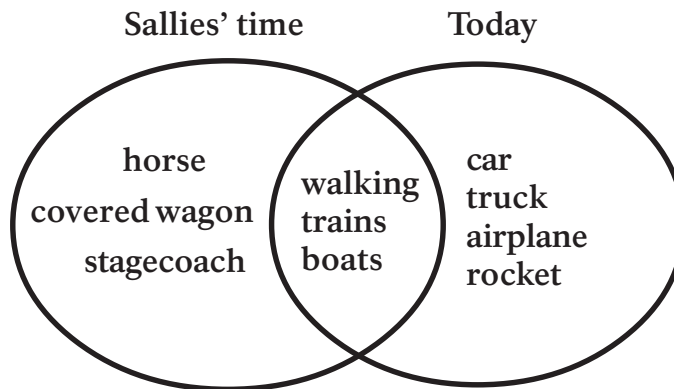
April 3. On the Missouri River, the worst in the world, sticking on sand bars most of the time.

Jefferson City, (Missouri) April 6. Stopped here for one hour, visited the State House, enjoyed everything.

April 14. Our boat struck another sand bar and was obliged to land passengers ten miles below St. Joe. Having our carriage with us, we were more fortunate than others. We reached the first day an old log hut, five miles from town, where we camped for the night. Next day an old friend of my father heard of our arrival, came to see us and insisted that we stay at his home until we hear from our wagons.

Classroom Activity #5

Have students create a Venn diagram comparing transportation in Sallie's time (for clues, identify those mentioned in her journal) and today. Then, discuss the questions below.



- What are some of the advantages and disadvantages to the modes of transportation in both time periods?
- Many people enjoy the opportunity to ride a horse or travel in an old-time stagecoach. Why do you think people go out of their way to experience those things?
- If you were going to travel from New York to Los Angeles, what mode of transportation would you enjoy the most and why?



Did You Know...

Most pioneers walked the 2,000 plus mile trail instead of riding in the wagon? The wagons were usually very full and too bumpy for comfort.



Did You Know...

The Oregon National Historic Trail is administered and maintained by the National Park Service in partnership with other federal, state, and local offices? Private land owners, whose property crosses the trail, also help maintain it. For more information, you may visit them on the web at www.nps.gov/oreg





St. Joe, April 27. Here we are at last, safe and sound. We expect to remain here several days, laying in supplies for the trip and waiting our turn to be ferried across the river. As far as eye can reach, so great is the emigration, you see nothing but wagons. This town presents a striking appearance—a vast army on wheels—crowds of men, women and lots of children and last but not least the cattle and horses upon which our lives depend.

May 1 (Sunday). Crossed the river. Camped six miles from town. Remained here several days, getting things shipshape for our long trip.



Did You Know...

Pioneer families needed an estimated \$600 worth of supplies to begin the journey? Most families came up with the money by selling their farms.

Classroom Activity #6

Pioneer families only bought goods they needed to survive the long, hard trip. Food was one of the important provisions pioneers needed to purchase. Both the weight and cost of the food needed to be considered. Listed below are common food items used by pioneers along with their 1849 prices. Encourage students to investigate these items at the grocery store or using store advertisements, compare and contrast the nineteenth century prices to current prices for the same items. How much more do they cost today?

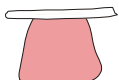
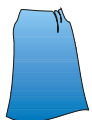
1849 Prices, St. Louis, Missouri

<u>Coffee</u>	0.08 per lb.	Dried Fruit	0.06 per lb.
<u>Tea</u>	0.55 per lb.	Salt	0.06 per lb.
<u>Bacon</u>	0.05 per lb.	<u>Soap</u>	0.11 per lb.
<u>Flour</u>	0.02 per lb.	Candles	0.11 per lb.
<u>Rice</u>	0.05 per lb.	Lard	0.05 per lb.



Classroom Activity #7

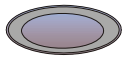
The number of clothing items the overlanders took with them was also limited, but each piece had specific purposes. Even though it was the fashion of the day for women to wear a long skirt, on the trail it protected the women's legs from rough brush, cacti, and the sun. The apron, which was easier to wash, helped keep the skirt cleaner longer. The men wore long sleeve shirts to protect their skin from the elements. The vest provided the men with pocket for their belongings in a day when men's pants did not usually have pockets. Allow students to try on the clothing items. See if they can name some of the benefits of wearing this type of clothing while walking the trail.



May 13 (Sunday). This is a small Indian village. There is a mission at this place, about thirty pupils, converts to the Christian faith. Left camp May 6, and have been traveling all week. We make it a point to rest over Sunday. Have a sermon in camp every Sunday morning and evening. I take advantage of this stopover to jot down our wanderings during the week.

May 21, Sunday.

Camped on the beautiful Blue River, 215 miles from St. Joe, with plenty of wood and water and good grazing for our cattle. Our family all in good health. When we left St. Joe my mother had to be lifted in and out of our wagons; now she walks a mile or two without stopping, and gets in and out of the wagons as spry as a young girl. She is perfectly well. We had two deaths in our train within the past week of cholera—young men going West to seek their fortunes. We buried them on the banks of the Blue River, far from home and friends. This is a beautiful spot. The Plains are covered with flowers. When we camp at night, we form a corral



with our wagons and pitch our tents on the outside, and inside of this corral we drive our cattle, with guards stationed on the outside of the tents. We have a cooking stove made of sheet iron, a portable table, tin plates and cups, cheap knives and forks (best ones packed away), camp stools, etc. We sleep in our wagons on feather beds; the men who drive for us in the tent. We live on bacon, ham, rice, dried fruits, molasses, packed butter, bread, coffee, tea and milk as we have our own cows. Occasionally some of the men kill an antelope and then we have a feast; and sometimes we have fish on Sunday.

Classroom Activity #8

Analyze the table from “The Plains Across” by John D. Unruh, Jr. (Found in the Appendix on page 25.) Discuss the following: How many emigrants were killed by Indians from 1840-1860? How many Indians were killed by emigrants? Of the 300,000 emigrants who went west during this time, what percentage was killed due to Indian attacks? In your opinion, were Indian attacks a significant danger? Why or why not? If you were an American Indian, how would you feel about the overlanders?

Did You Know...



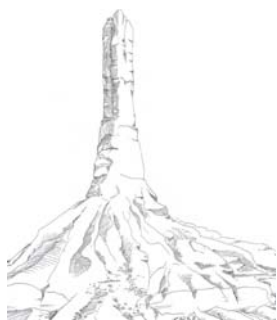
The leading cause of death on the trail was disease? Cholera, measles, dysentery, and fever plagued the overlanders. Some diarists counted the number of gravesites and dead animals along the trail. Eighteen year-old Ester Hanna noted 102 graves in her diary.





Did You Know...

Since there were no paved roads with signs, overlanders followed natural landmarks? Chimney Rock was a tall stem of stone that resembled a chimney. It could be seen for forty miles. Other landmarks included Court House Rock and Jail Rock. Learn more about Chimney Rock on the Web at www.nps.gov/chro.



Fort Kearney, May 24. This fort is built of adobe with walls of same.

Sunday, June 3. Our tent is now pitched on the beautiful Platte River, 315 miles from St. Joe. The cholera is raging. A great many deaths; graves everywhere. We as a company are all in good health. Game is scarce; a few antelope in sight. Roads bad.

Goose Creek, June 17 (Sunday). This is our day of rest. There are several encampments in sight, making one feel not quite out of civilization. So many thousands all en route for the land of gold and Italian skies! Passed this week Court House Rock. Twelve miles from this point is Chimney Rock, 230 feet in height.

Fort Laramie, June 19. This fort is of adobe, enclosed with a high wall of the same. The entrance is a hole in the wall just large enough for a person to crawl through. The impression you have on entering is that you are in a small town. Men were engaged in all kinds of business from blacksmith up. We stayed here some time looking at everything that was to be seen and enjoying it to the fullest extent after our long tramp. We camped one mile from the fort, where we remained a few days to wash and lighten up.

June 21. Left camp and started over the Black Hills, sixty miles over the worst road in the world. Have again struck the Platte and followed it until we came to the ferry. Here we had a great deal of trouble swimming our cattle across, taking our wagons to pieces, unloading and replacing our traps. A number of accidents happened here. A lady and four children were drowned through the carelessness of those in charge of the ferry.



Classroom Activity #9

Many wagon trains did not travel on Sundays as a way of observing the Sabbath, as well as to regain their strength and energy so they could push hard on the other six days. Some wagon trains resisted stopping on Sundays, for fear they would lose too much time. Have students discuss the issue and decide which way they think they agree with. Then ask the class to brainstorm about other decisions that a wagon train would have to make.

Did You Know...

Originally a fur trading post, Fort Laramie served as a major military post guarding western trails during the overland period? Today Fort Laramie is a national historic site. To learn more about Fort Laramie, visit them on-line at www.nps.gov/fola.

July 2. Passed Independence Rock. This rock is covered with names. With great difficulty I found a place to cut mine. Twelve miles from this is Devil's Gate. It's an opening in the mountain through which the Sweetwater River flows. Several of us climbed this mountain—somewhat perilous for youngsters not over fourteen. We made our way to the very edge of the cliff and looked down. We could hear the water dashing, splashing and roaring as if angry at the small space through which it was forced to pass. We were gone so long that the train was stopped and men sent out in search of us. We made all sorts of promises to remain in sight in the future. John Owens, a son of the minister, my brother John, sister Lottie and myself were the quartet. During the week we passed the South Pass and the summit of the Rocky Mountains. Four miles from here are the Pacific Springs.

Classroom Activity #8

Messages were often left along the trail, inscribed on rocks, trees, and animal bones for those traveling behind them on the trail. This type of communication between travelers was referred to as “the roadside telegraph”, “the bone express,” or “prairie post offices.” Messages often included directions or warnings, such as “do not drink the water here.” In 1850 someone left a notice that President Zachary Taylor had died. Pioneers communicated in other ways too. Many families painted messages or slogans on the covers of their wagons, such as “Patience and Perservance”, “Never Say Die”, and “Oregon, the Whole or None,” These were similar to today’s personalized license plates and bumper stickers. Have students design their own slogan that they might paint on their wagon. In the trunk is a sample of wagon canvas. Pass this around for students to touch.



Did You Know...

Scary incidents, like Sallie and her friends becoming lost on the trail, were common? But more serious accidents were also common, making them the second leading cause of injury and death on the trail. Twelve year-old pioneer, Catherine Sager, wrote the following entry in her diary.

“...the hem of my dress caught on an axle-handle, precipitating me under the wheels, both of which passed over me, badly crushing the left leg, before Father could stop the oxen. . .A glance at my limb dangling in the air as he ran, revealed to him the extent of the injury I had received, and in a broken voice he exclaimed, “My dear child, your leg is broken all to pieces!”

A few weeks later, Catherine’s father died from a buffalo stampede and weakened from childbirth, her mother died from fever. Catherine’s six brothers and sisters were orphans and all alone. To find out what happened to them, visit Whitman Mission National Historic Site at www.nps.gov/whmi.



Did You Know...

Independence Rock, Wyoming, got its name during the Oregon Trail period? If the settlers reached this landmark before July 4th, it was a good indication they would make it over the mountains before heavy snow came. It was such a welcome sight, pioneers even signed their names and left messages, many of which can still be seen today.



Lee Springs, July 4 (Wednesday). Had the pleasure of eating ice. At this point saw lots of dead cattle left by the emigrants to starve and die. Took a cutoff; had neither wood nor water for fifty-two miles. Traveled in the night. Arrived at Green River next day at two o'clock in the afternoon. Lay by two days to rest man and beast after our long and weary journey.

July 29 (Sunday). Passed Soda Springs. Two miles further on are the Steamboat Springs. They puff and blow and throw the water high in the air. The springs are in the midst of a grove of trees, a beautiful and romantic spot.

August 3. Took another cutoff this week called Sublets. Struck Raft River; from thence to Swamp Creek. Passed some beautiful scenery, high cliffs of rocks resembling old ruins or dilapidated buildings.

Hot Springs, August 18. Camped on a branch of Mary's River, a very disagreeable and unpleasant place on account of the water being so hot. This week some of our company left us, all young men. They were jolly, merry fellows and gave life to our lonely evenings. We all miss them very much. Some had violins, others guitars, and some had fine voices, and they always had a good audience. They were anxious to hurry on without the Sunday stops. Roads are rocky and trying to our wagons, and the dust is horrible. The men wear veils tied over their hats as a protection. When we reach camp at night they are covered with dust from head to heels.

Humboldt River, August 20. We are now 348 miles from the mines. We expect to travel that distance in three weeks and a half. Water and grass scarce.

St. Mary's River, August 25. Still traveling down the Humboldt. Grass has been scarce until today. Though the water is not fit to drink—slough water—we are obliged to use it for it's all we have.



Did You Know...

Soda springs was named because the water bubbling out of the ground tasted like soda? Overlanders often added sugar for a refreshing drink.

Classroom Activity #11

Crossing the Rocky Mountains was one of the greatest challenges the pioneers faced. But at the same time they were the most breathtaking sight most had ever seen offered many natural wonders. How do you think Sallie got ice in July? Look at a classroom atlas to determine the location and elevation of Lee Springs for an answer to that question. Another interesting feature of the region was the Continental Divide. Have students learn about the Continental Divide and discuss the natural phenomenon which take place there.

St. Mary's, September 2 (Sunday). After coming through a dreary region of country for two or three days, we arrived Saturday night. We had good grass but the water was bad. Remained over Sunday. Had preaching in camp.

September 4. Left the place where we camped last Sunday. Traveled six miles. Stopped and cut grass for cattle and supplied ourselves with water for the desert. Had a trying time crossing. Several of our cattle gave out, and we left one. Our journey through the desert was from Monday, three o'clock in the afternoon, until Thursday morning at sunrise, September 6. The weary journey last night, the mooing of the cattle for water, their exhausted condition, with the cry of "Another ox down," the stopping of train to unyoke the poor dying brute, to let him follow at will or stop by the wayside and die, and the weary, weary tramp of men and beasts, worn out with heat and famished for water, will never be erased from my memory. Just at dawn, in the distance, we had a glimpse of Truckee River, and with it the feeling: Saved at last! Poor cattle; they kept on mooing, even when they stood knee deep in water. The long dreaded desert has been crossed and we are all safe and well. Here we rested Thursday and Friday—grass green and beautiful and the cattle are up to their eyes in it.



Classroom Activity #12

Besides rest and religious services, children often spent some of their Sunday doing lessons. Even though traveling across country was an educational experience, most parents felt children still needed to continue their book work. The McGuffey Readers was a popular set of books used during the nineteenth century. The author's aim was not only to teach reading but also to stress values and morals in the stories. Locate the McGuffey Reader in the trunk and share some of the stories with your students. A slate and chalk, also included in the trunk, was used by pioneer children in their schooling.



Classroom Activity #13

When oxen died or the road was too hazardous, overlanders often lightened their load by throwing out things that weren't essential for survival. Howard Stansbury wrote in his diary, "The road has been literally strewn with articles that have been thrown away. Bar-iron and steel, large blacksmiths' anvils and bellows, crow-bars, drills, augers, gold-washers, chisels, axes, lead, trunks, spades, ploughs, large grind-stones, baking ovens, cooking stoves, kegs, barrels, harness, clothing, bacon, and beans, were found along the road..." Imagine you are forced to lighten your load. Have students decide what to throw out of the wagon.



Did You Know?

Many diaries recorded the number of dead animals along the trail? On September 1, 1853 Maria Parsons Belshaw counted 2 dead horses and 21 cattle. Calvin Taylor wrote in his diary of the "intolerable stink" in the "valley of death" and described it as the "appearance of a battlefield".



September 8. Traveled fourteen miles; crossed Truckee twelve times.

September 9. Sunday, our day of rest.

Monday, September 10. Traveled four miles down to the end of the valley.

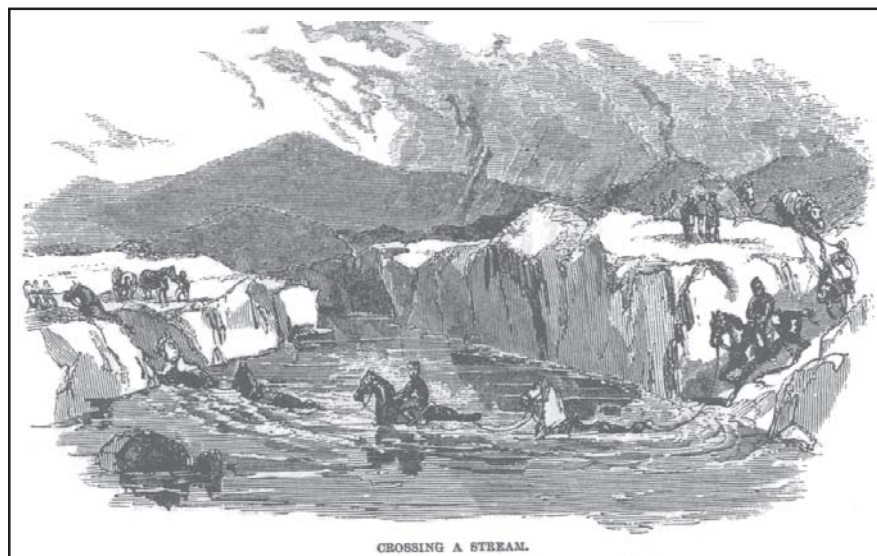
Tuesday, September 11. Made eighteen miles. Crossed Truckee River ten times. Came near being drowned at one of the crossings. Got frightened and jumped out of the carriage into the water. The current was very swift and carried me some distance down the stream.

Thursday, September 14. We arrived at the place where the Donner Party (Donner Pass) perished, having lost their way and being snowed in. Most of them suffered and died from want of food. This was in 1846. Two log cabins, bones of human beings and animals, tops of the trees being cut off the depth of snow, was all that was left to tell the tale of that ill-fated party, their sufferings and sorrow. A few of their number made their way out, and after days of agony and hunger finally reached Sutter's Fort. We crossed the summit of the Sierra Nevada. It was night when we reached the top, and never shall I forget our descent to the place where we are now encamped—our tedious march with pine knots blazing in the darkness and the tall majestic pines towering above our heads. The scene was grand and gloomy beyond description. We could not ride—roads too narrow and rocky—so we trudged along, keeping pace with the wagons as best we could. This is another picture engraven upon the tables of memory. It was a footsore and weary crowd that reached that night our present camping place.



Did You Know...

There were no bridges crossing rivers? People had to swim across with their animals and wagons. "The Prairie Traveler" shows an illustration of how to cross a stream.



(Use this photo from the trunk.)

From *The Prairie Traveler* by Randolph B. Marcy



Did You Know...

This is only a portion of Sallie Hester's journal? To learn more, ask your librarian for Volume I of "Covered Wagon Women", edited and compiled by Kenneth L. Holmes, published by Arthur H. Clark Company, Glendale, California, 1983.

September 17. Left camp this morning. Traveled down to the lower end of the valley. Lay by two days. Had preaching out under the pines at night. The men built a fire and we all gathered around it in camp meeting style.

September 19. Started once more. Roads bad, almost impassable. After traveling for twenty-five miles we halted for one day. Good grass three miles from camp.

September 21. Reached Bear Valley by descending a tremendous hill. We let the wagons down with ropes. Stopped over Sunday. At Sleepy Hollow we again let our wagons down the mountain with ropes. Rested in the hollow, ate our dinner and then commenced our weary march over the mountain. Left one of our wagons and the springs of our carriage. Cut down trees for our cattle to browse on. Thanks to a kind Providence we are nearing the end of our long and perilous journey. Came on to Grass Valley and rested four or five days.

October 1 (Monday). Arrived at Johnson's Fort. Thence we went to Nicholson's ranch.

Vernon, California, October 6. Well, after a five month's trip from St. Joe, Missouri, our party of fifty wagons, now only thirteen, has at last reached this haven of rest. Strangers in a strange land—what will the future be? This town is situated at the junction of the Feather and Sacramento Rivers.

Classroom Activity #15

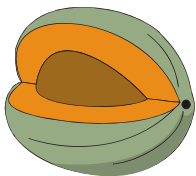
How did the pioneers know which direction to head? Guidebooks, written by some of the earliest trailblazers, provided a valuable source of information for the westward bound travelers. Guidebooks included information from choosing a wagon and purchasing provisions to trail directions, crossing rivers, and managing accidents and sickness. Have students write a guidebook to be used by someone traveling from their house to school or some other designated route. Each guidebook should include directions, potential hazards, and points of interest along the way.

Of course the movement of the sun also provided directional information along the trail. On cloudy days or in the dark they may have also relied on a compass. In the trunk you will find a small bag containing a reproduction compass, directions, and suggested activities to share with your students.



Fremont, October 10. This is a small town on the opposite side of the river from Vernon. My father has decided to remain here for the winter, as the rains have set in and we are worn out. We have had a small house put up of two rooms made of boards with puncheon (split log) floor. On this mother has a carpet which she brought with us and we feel quite fine, as our neighbors have the ground for a floor. The rooms are lined with heavy blue cloth. Our beds are put up in bunk style on one side of the room and curtained off. Back of these rooms we have pitched our tent, which answers as a storeroom, and the back of the lot is enclosed with a brush fence. My father has gone to Sacramento to lay in provisions for the winter.

Fremont, December 20 (Thursday). Have not written or confided in thee, dear journal, for some time. Now I must write up. My father returned from Sacramento with a supply of provisions. Everything is enormously high. Carpenter's wages sixteen dollars per day; vegetables scarce and high; potatoes the principal vegetable; onion, fifty cents each; eggs, one dollar apiece; melons, five dollars, and apples, one dollar each. The rain is pouring down. River very high.

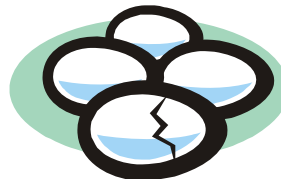


Classroom Activity #16

Your family just arrived in California or Oregon. Using the prices in Sallie's journal, compare with the 1849 St. Louis prices found on page 8 of this book.

Food	Cost in 1849	Cost Today
Onions	50 cents each	
Eggs	\$1.00 each	
Melons	\$5.00 each	
Apples	\$1.00 each	

Discuss why food was much more expensive in California or Oregon than back home, where your family began its journey. How do these prices compare with today's prices?



Christmas, 1849 (Tuesday). Still raining. This has been a sad Christmas for mother. She is homesick, longs for her old home and friends. It's hard for old folks to give up old ties and go so far away to in a strange land among strange people. Young people can easily form new ties and make new friends and soon conform to circumstances, but it's hard for the old ones to forget. Was invited to a candy pull and had a nice time. Rather a number of young folks camped here. This is a funny looking town anyway. Most of the houses are built of brush. Now the rains have set in, people are beginning to think of something more substantial. Some have log cabins, others have clapboards like ours.

New Years, January 1, 1850 (Tuesday). It's gloomy old New Year's for us all. What will this year bring forth?

Classroom Activity #17

Imagine it is Christmas, 1849 and you are writing a letter from your new home in the West to friends and family back East. Include in your letter three hardships you faced on the trail and three things you liked about the trail.

Classroom Activity #18

Children in the nineteenth century often played with buzz saws, whimmy diddles, and Jacob's Ladder. For those traveling the on the Oregon or California Trails, they were easy to carry and even easy to make if one should break. Let students experiment with these toys. Compare these toys with those of today. Which do you like better? Why? How would you feel if you received these toys as holiday gifts?



Classroom Activity #19

The Oregon Trail stretched approximately 2000 miles. Waiting until after the spring thaw to begin and trying to complete the trip before snow hit the western mountains, only left the pioneers about five months to complete their journey. Have students calculate the "ideal" distance to travel each day by wagon. Remember, some wagon trains rested on Sundays. Then have students calculate today's travel time by car and plane.



Did You Know...

After the rush to California and Oregon, the Homestead Act encouraged people to travel overland and settle the Great Plains? To learn more, take a virtual tour of Homestead National Monument at www.nps.gov/home



PARKS AND THE PAST



Did You Know...

National parks preserve and protect nature and the environment? When your students are older, they can volunteer in national parks to help take care of these special places.

Classroom Activity #20

Service learning provides experiential context for social studies. It also helps prepare students to become active, responsible citizens. Have your students contact a national park nearby or find one on the Internet at www.nps.gov to explore ways your students can help park rangers make a difference in their community. Also, copy the Careers in National Parks and the Careers Search on page 19. In groups or individually, have your students complete the Careers Search looking for the job titles.

(Answers on page 21.)

Fort Laramie National Historic Site

This fort played an important role as a trading post, a welcome stop along the Oregon Trail, and a major military fort. Take a virtual tour at www.nps.gov/fola

Whitman Mission National Historic Site

Founded in 1836 by missionaries Marcus and Narcissa Whitman, their mission was an important way station along the Oregon Trail. Visit it at www.nps.gov/whmi

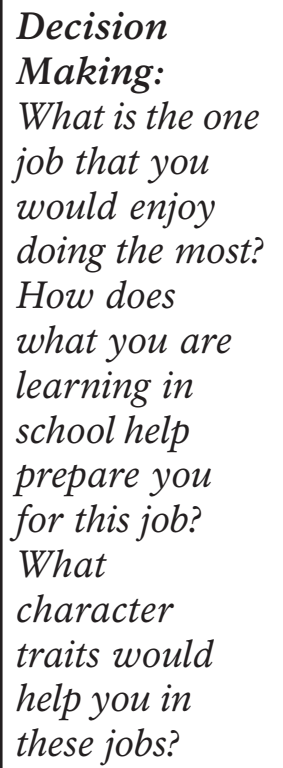
Fort Scott National Historic Site

Built in 1842 as a base for Oregon Trail and Santa Fe Trail peacekeeping on the Indian frontier. Visit it at www.nps.gov/fosc

Scotts Bluff National Monument

This natural landmark was an integral part of the Oregon, California, and Mormon Trails. Visit it at www.nps.gov/scbl

To learn more about the importance of national parks, view “Conviction of the Heart” and “The Challenge of Yellowstone” video found in the trunk.



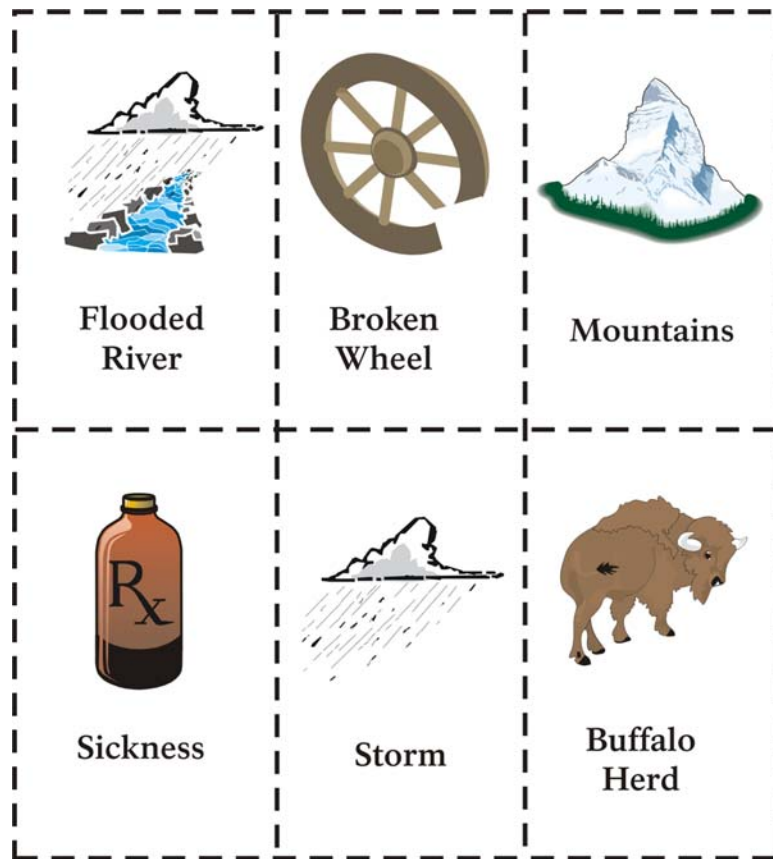
A black and white illustration of a man and a young boy standing together and reading a large open book. The man, on the left, is wearing a wide-brimmed hat and a short-sleeved button-down shirt. The boy, on the right, is wearing a dark t-shirt with a white V-neck collar and dark pants. They are both looking down at the book, which is held open between them. The background is plain white.

A 20x20 grid of small squares, resembling a dot grid paper. The grid is composed of 20 columns and 20 rows of small squares, totaling 400 squares. The squares are arranged in a uniform pattern, with each square having a thin black border. The grid is centered on a white background.



CHARACTER COUNTS

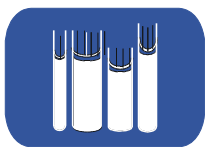
The overlanders practiced persistence, patience, and decision-making every day of their journey. As the saying goes, “persistence pays off.” They reached their destination. Organize students into six groups and give each of them a situation card. Have them discuss the problems and decide how they would react to the situation if they were a pioneer heading west.



(copy/cut)

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to revise their original content list. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Work with community officials to produce a time capsule about your community. Find a community building, possibly a library, where it can be stored with instructions to open it in fifty or one hundred years.



READING LIST



Grades K-3

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- Chambers, Catherine E. California Gold Rush: Search for Treasure. Mahwah, NJ: Troll Associates, 1984.
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Grades 4-6

- Apple Seeds Magazine: "Growing up on the Oregon Trail" Peterborough, New Hampshire: Cobblestone Publishing, September 1999.
- Cobblestone Magazine: "African American Pioneers and Homesteaders." Peterborough, New Hampshire: Cobblestone Publishing, February 1999.
- Cobblestone Magazine: "The Oregon Trail." Peterborough, New Hampshire: Cobblestone Publishing, December 1981.
- Cobblestone Magazine: "Old Time Schools in America." Peterborough, New Hampshire: Cobblestone Publishing, November 1981.
- Cobblestone Magazine: "The Pony Express 1860-1861." Peterborough, New Hampshire: Cobblestone Publishing, October 1981.
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Grade 7-12

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Peterborough, New Hampshire: Cobblestone Publishing, February 1999.
Cobblestone Magazine: "The Oregon Trail."
Peterborough, New Hampshire: Cobblestone Publishing, December 1981.
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Levy, JoAnn. They Saw the Elephant: Women in the California Gold Rush. Norman, OK: University of Oklahoma Press, 1992.
Bloch, Louis M. Overland to California in 1859: A Guide for Wagon Train Travelers. Cleveland, OH: Bloch, 1990.
McElfresh, Beth. Chuck Wagon Cookbook. Swallow Press, 1960.
Royce, Sarah. A Frontier Lady: Recollections of the Gold Rush and Early California. Lincoln, NE: University of Nebraska Press, 1977.
Stewart, George R. The Pioneers Go West. New York: Random House, Inc., 1982.
Stewart, George R. The California Trail: An Epic with Many Heroes. Lincoln, NE: University of Nebraska Press, 1983.
Taylor, Theodore. Walking up a Rainbow. San Diego, CA: Harcourt Brace & Company, 1994.

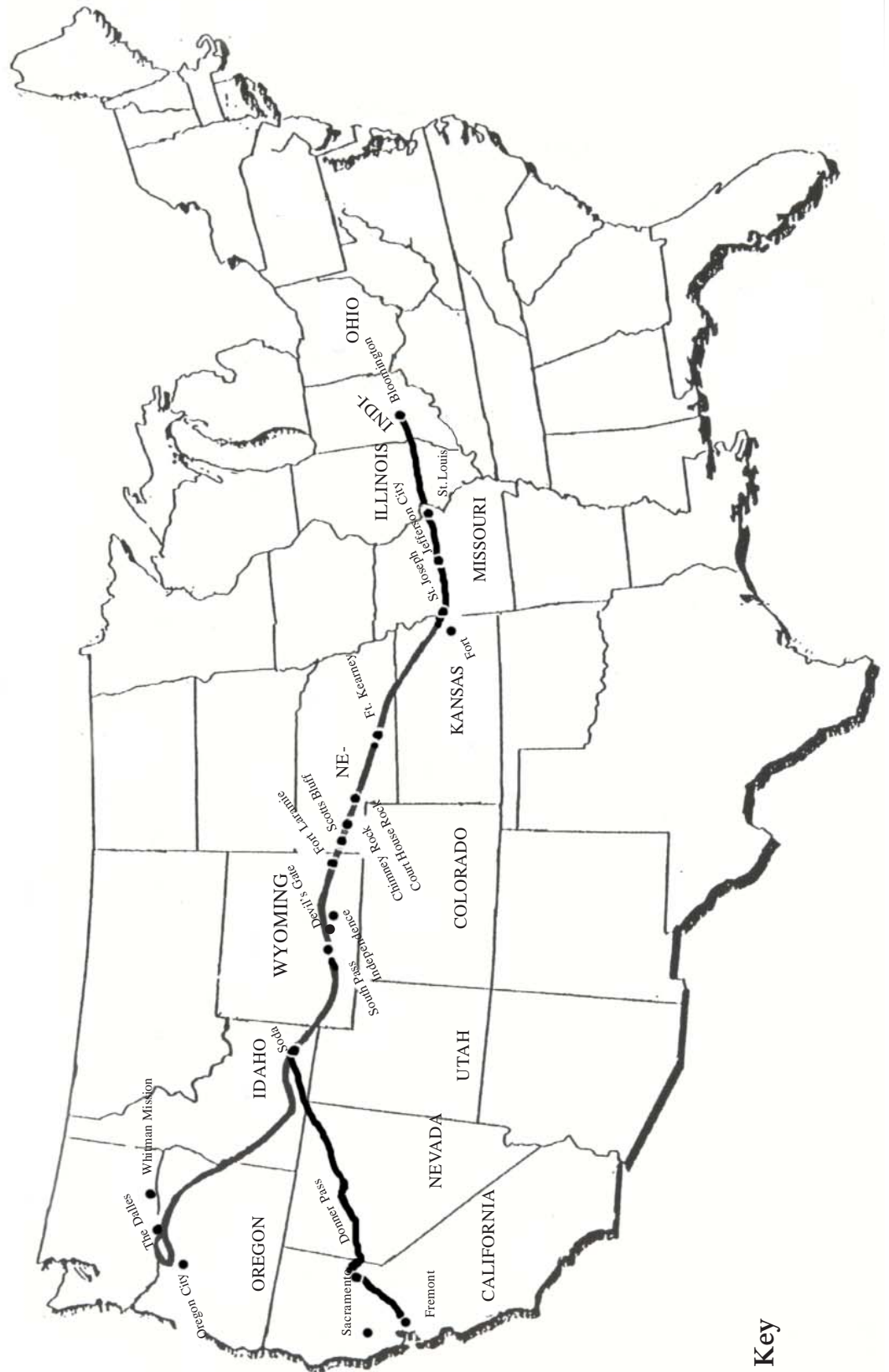




APPENDIX

(Copy)

MAP OF THE UNITED STATES AND THE OREGON AND CALIFORNIA TRAILS



Key

St. Louis Daily Peoples' Organ of 5 April 1843

"All persons intending to emigrate to Oregon are requested to meet at the Court House (in conjunction with the citizens friendly to the cause) on Thursday evening next, the 7th inst., at half past seven o'clock.

The Committee of Vigilance earnestly request all persons desiring to emigrate, to hand in their names, previous to the above called meeting, to either of the following persons: James Makin, Collins St., rear of Broadway Cottage. Miles Eyre, No 72 North Second Street. L. Almer, corner of Plumb and South Second Streets. Mr. Kimberly (jeweller) Oak St., between Second and Third.

The Committee hope that particular attention will be paid to this call, as it is absolutely necessary to know the precise strength of the party, in order that proper arrangements may be made for the comfort of every person during its march. Those who cannot call in person are requested to send in their names, but where it is possible, each emigrant should call in person, as many arrangements must necessarily be made, and perfect concert of action is indispensable. No individual bearing a bad character need make application, as persons of that class will not be permitted under any circumstances, to join the party. By order of the Committee of Vigilance."

Miles Eyre, Chairman"

(Copy and Cut)



TABLE 4
ESTIMATED OVERLAND EMIGRANTS KILLED BY INDIANS, AND
INDIANS KILLED BY OVERLAND EMIGRANTS, 1840-60

Year	Emigrants	Indians	Year	Emigrants	Indians
1840	0	0	1851	60	70
1841	0	1	1852	45	70
1842	0	0	1853	7	9
1843	0	0	1854	35	40
1844	0	0	1855	6	10
1845	4	1	1856	20	15
1846	4	20	1857	17 (8) ^a	30
1847	24	2	1858	?	?
1848	2	2	1859	32 (13) ^a	10
1849	33	60	1860	25	10
1850	48	76	Totals	362	426

^aEmigrants presumably killed by "white Indians"; these twenty-one deaths are not included in the yearly totals.

Post-Trunk Activities

1. You have used this Traveling Trunk. Now it is time for your students to review the content list they made in the suggested pre-trunk activity. Are there any other items they wish to include? Why? Have them create their own Traveling Trunk and put on a display in your classroom or your school library.
2. As a class, research your community and then choose objects that represent the lifestyles in your community at the present time. Work with community officials to produce a time capsule about your community. Find a community building, possibly a library, where it can be stored with instructions to open it in fifty or one hundred years.

Enjoy Creating Your Own Traveling Trunks!